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ABSTRACT

The Comprehensive Educational Center (CEC) at Plattsburgh State University College provides pre- and in-service teachers, administrators, human resource personnel, and others with a variety of services. The CEC provides free and expert consultant and instructional services in the areas of art education, curriculum evaluation and development, production and use of instructional materials, educational research design, preparation of proposals for external funding, reading, mathematics, science education, and the analysis of teacher behavior. In addition, a Library Media and Curriculum Materials Center offers specialized books and materials to faculty of area schools. A laboratory school is provided by the Educational Research and Demonstration Center (part of the CEC). This center emphasizes research on the development of representational drawing, logical thinking, language, and personal identity. The CEC not only deals with individual needs and interests, but with those general problems affecting the quality of education in northeastern New York. (Information concerning personnel, budgeting, CEC's contributions to the improvement of education, and evaluation methods and results are included in this report.) (RC)

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American Association of Colleges for Teacher Education

Distinguished Achievement Awards

Entry

Comprehensive Educational Center
State University College
Plattsburgh, New York

Dec. 10, 1975

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EDUCATION & WELFARE
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DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

Plattsburgh State University College's Comprehensive Educational Center (CEC) emphasizes community service and applied research (see Attachment 1). The CEC grew out of a need to provide pre- and in-service teachers as well as community human-resource personnel with the following services:

1. Demonstration of an institutional model of coordinating and utilizing resources from a variety of disciplines to enhance educational endeavors and resolve educational difficulties.

2. Immediate access to college faculty having the expertise necessary to assist human-resource personnel in defining and meeting the varied needs of their clientele.

3. An educational agency whose purpose is to facilitate the utilization of local, state, and national resources in resolving problems of an educational and/or social nature.

4. Educational research and demonstration emphasizing and evaluating specific and alternative forms of education not typically found in the area, but designed to meet its needs.

Central for understanding the need for the CEC is the knowledge that Plattsburgh State University College (PSUC) is the only teacher training and baccaluareate institute in the geographically and socially isolated northeastern portion of New York State known as the North Country. This sparsely populated rural area has an historically high unemployment rate and numerous small and relatively poor school districts with non-existent or limited teacher-training resources. Consequently, there is a great need for PSUC to provide area in-service, as well as pre-service teachers with a readily accessible center to which they can turn, as frequently as they desire, to informally continue their education or to meet their immediate needs.

The CEC, a component of the Faculty of Professional and General Studies (see Attachment 2) housed in a new (1966) school complex, is composed of ten subcenters, which provide, upon request, direct and continuing assistance to teachers, adminis-

trators, human resource personnel, and others wanting to avail themselves of the many CEC services available. Through its on-site and outreach functions, the CEC provides free and expert consultancy and instructional services in the areas of art education, curriculum evaluation and development, production and use of instructional materials, educational research design, preparation of proposals for external funding, reading, mathematics, and science education and the analysis of teaching behavior. In addition, the Library Media and Curriculum Materials Centers offer specialized books and materials. Finally the Educational Research and Demonstration Center provides pre- and in-service educators with a 275 pupil laboratory school for experiencing and evaluating alternative methods and philosophies of education. A particular focus of this program is to demonstrate methods of maximizing person to person interaction within the classroom and utilizing developmental research in the areas of art, language, logical thinking and personal identity to evaluate and guide the curriculum. See Attachment 3 for a schematic listing of the sub-centers and personnel involved.

In response to the previously stated needs, and the newly implemented field centered teacher preparation curriculum of PSUC, the campus school was transformed into a field-oriented service organization of the college while maintaining its important teaching, research, and demonstration functions. This was the result of detailed planning by PSUC's faculty with local educational and social agencies. The fundamental concept was that allowing pre- and in-service teachers the opportunities to engage in individual conversation with educational experts, to collaborate on specific projects, and to examine or use the latest materials under the guidance of experts, would substantially enhance their professional training. With this concept as a guide, the college supported ten faculty members with particular and complementary areas of expertise for part-time teacher training and direct service to schools. These faculty applied their individual expertise to develop educational centers which would enrich student experiences and provide them with experts to turn to when investigating educational problems.

The CEC's centers not only deal with individual needs and interests, but with those general problems affecting the quality of education in the North Country. These protracted problems to which the directors of the CEC subcenters address themselves are the direct result of continuous consultation with a permanent advisory board consisting of area public and private educators, human resource personnel, and public officeholders. This consultation helps assure that the services offered meet definite regional needs and are thus worth the college's extensive investment of faculty and materials.

OBJECTIVES

The activities of the CEC centers are consistent with the CEC's objectives, which serve all three functions of the college: teaching, research and community service. Specifically, the objectives are to:

1. merge theoretical and applied knowledge of education and other child related services by providing a setting for pre- and in-service fieldwork;

2. conduct and interest pre- and in-service teachers in research relevant to the problems of education and other services to children in the North Country;

3. provide needed intellectual and cultural opportunities to the educational and human resources community not available elsewhere in the North Country;

4. act as a stimulus for motivating responsible agencies to use available resources to resolve unmet educational and other child-related needs;

5. obtain external funding to assist the community meet its defined needs when local resources are inadequate.

PERSONNEL INVOLVED (see Attachment 3)

BUDGET

Budget support for the CEC is represented by new personnel and annual categorical fund commitments as well as specific budget supplements. Two new positions were established to provide a full-time director and a full-time researcher. As an example, the Reading Center was established by extensive purchase of special materials and supplies and freeing a teaching faculty member for half-time planning

and direction. Aside from personnel services funds for 32 staff and faculty, the CEC receives approximately $20,000 annually for supplies, material, travel and communication.

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

The CEC has contributed to the increased effectiveness of teacher training in the North Country by:

1. demonstrating to pre- and in-service educators and human resource personnel the necessity, techniques, and effectiveness of working cooperatively to solve complex multi-dimensional problems affecting students, teachers, and the community as a whole;

2. providing easy and continued access to centers and experts who provide insights needed for enhancing the quality of educational programs and resolving professional difficulties;

3. making pre- and in-service educators and human service personnel more aware of current materials, techniques, philosophies, and resources available to enhance educational endeavors and resolve difficulties;

4. directly working with educational and human resource personnel in creating in-service programs to (a) make them more aware of student and client needs and (b) provide them with the knowledge and skills to meet the defined needs;

5. making North Country educational and human resource agencies aware that PSUC not only asks for assistance, but directly serves the community and thus, engendering more positive feelings which have resulted in more effective pre-service teacher placements;

6. providing education students with a model of the application of academic subject matter especially in the fields of developmental psychology and the philosophy of education.

EVALUATION METHODS AND RESULTS

The success of the CEC can be determined by the number, diversity, and satisfaction of the clientele served, as well as the problems solved, and the program changes and new programs generated.

Since commencing operations a little more than a year ago, the CEC centers have been extensively utilized by PSUC students and North Country educators and human resource personnel. CEC staff have frequently been invited to visit area educational and human resource agencies to assist them define their problems, develop solutions, and improve existing or design new programs. In addition, CEC staff members have been invited by professional organizations within their content fields to deliver papers describing the CEC and its local impact. Numerous North Country professionals have written strong letters of support to the CEC after receiving direct and often in-depth assistance, which has frequently resulted in observable changes by the requesting agency.

Some specific examples of the above include:

1. Development of the first program for hearing impaired children in the North Country. This allows local educators to view how deaf children can be integrated into normal programs within their school system. Assistance to develop a similar program is provided on a request basis.

2. Involving a greater number of students and parents(the average number of adults other than the teacher in each class of the school program has increased from 2 to 8 at any given time), in implementing the principles of the school program and acting as experimenters in the school research.

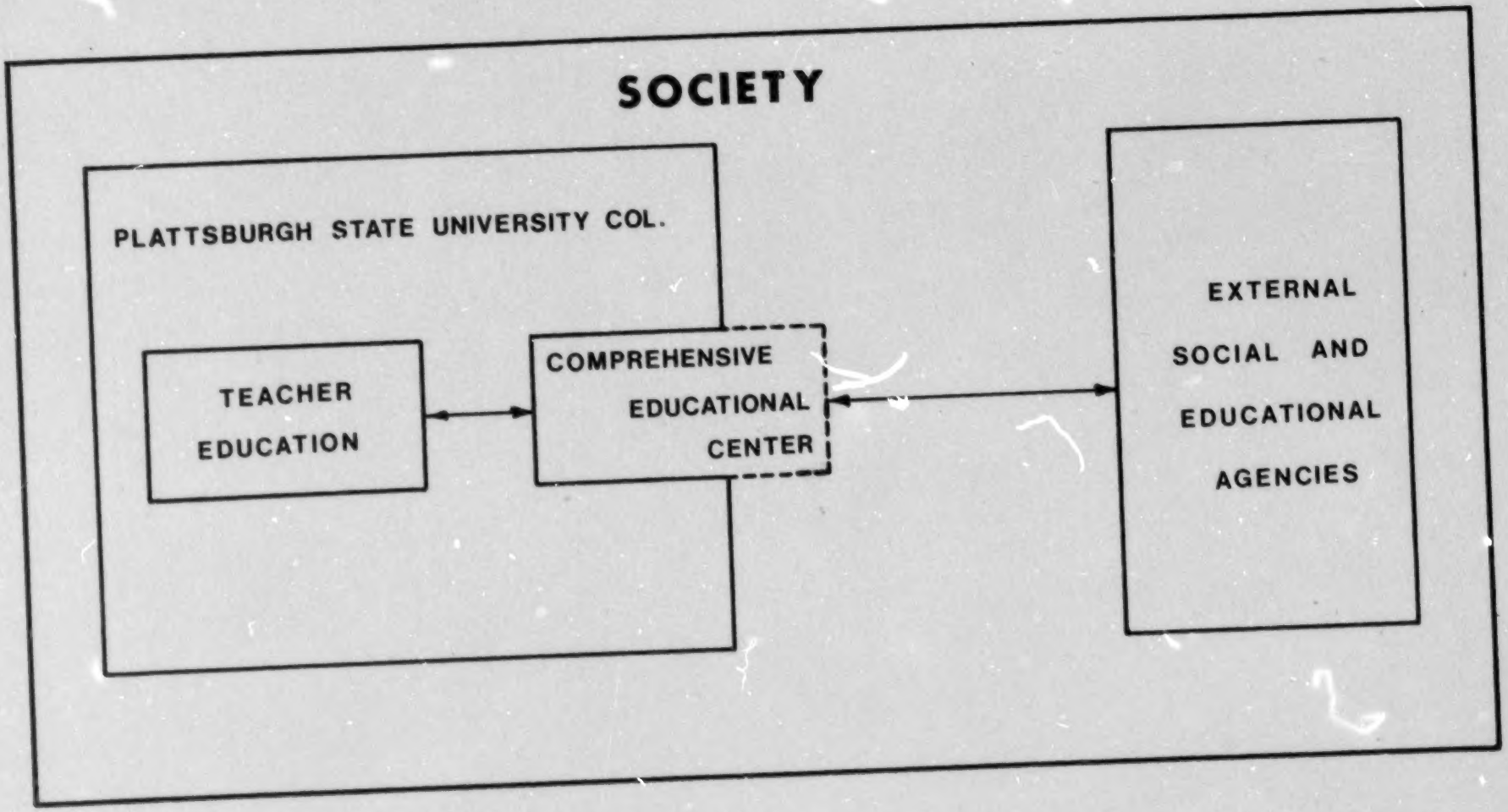
3. The generation of widespread local interest in several research papers based on CEC projects that have been accepted for conference presentation or publication.

4. Visitation from and counsel to several district-wide committees collecting information for particular projects, such as the implementation of a new curriculum or the selection of new textbooks.

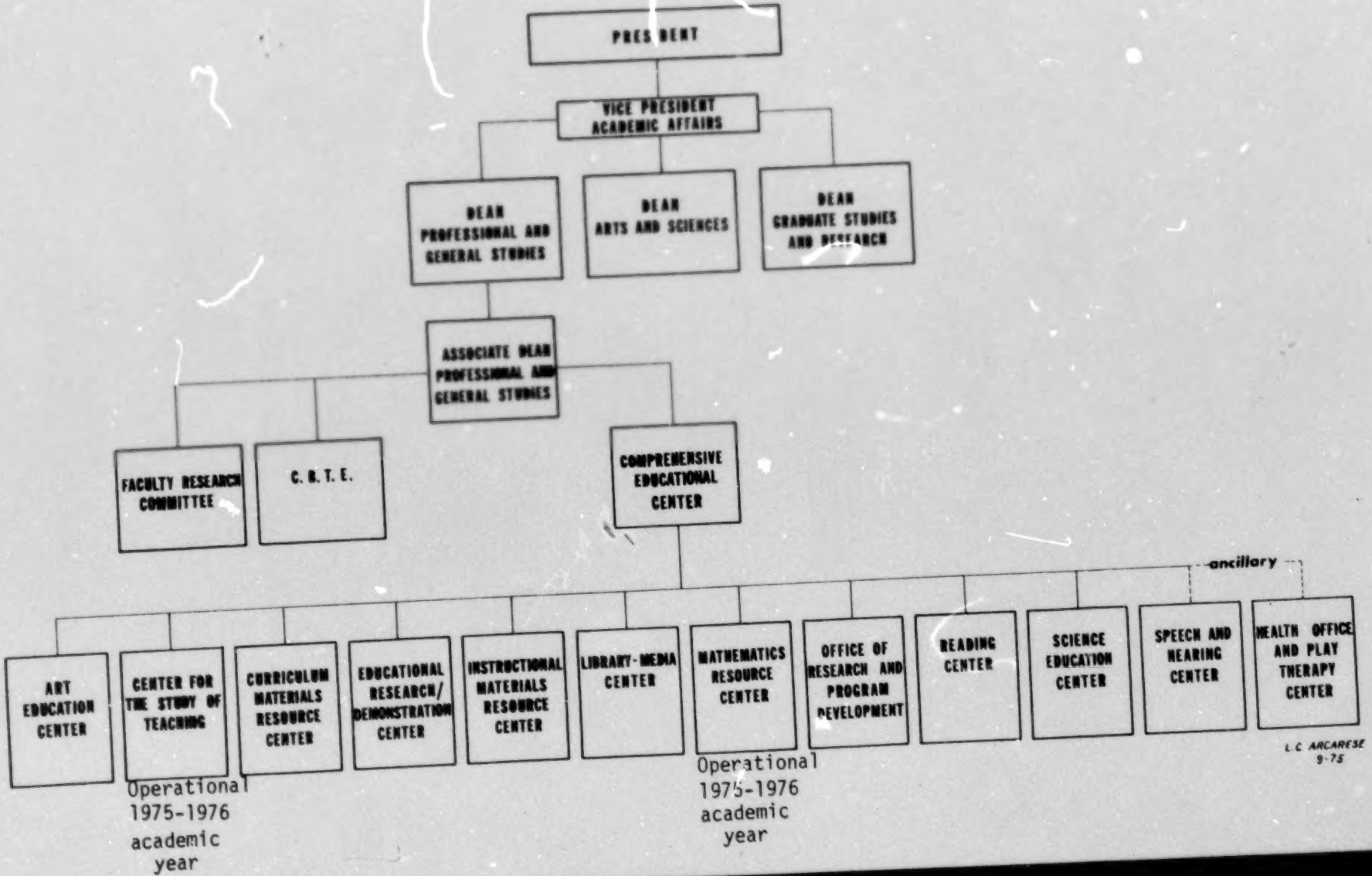
5. Development of a proposal for the county Department of Social Services for dealing with child abuse and neglect. A unique aspect of the proposal was the involvement of local school systems, which made the social service agency and the schools more keenly aware of their respective roles.

Attachment 1

Comprehensive Educational Center



S.U.N.Y. PLATTSBURGH..... THE COMPREHENSIVE EDUCATION CENTER



Operational 1975-1976 academic year

Operational 1975-1976 academic year

Attachment 3

C.E.C. Comprehensive Educational Center

(As of January, 1975)

Resources of Plattsburgh State University College's Division of Education have been restructured into a new service component, the Comprehensive Educational Center. Through cooperative planning by the College, the Board of Cooperative Educational Services and the Plattsburgh City Schools, the CEC is making the Education Division and the Campus School resources readily available to public and private schools and social service agencies in the North Country.

The Center is equipped to assist area educators and administrators in art education, curriculum evaluation and development, production and use of instructional materials, educational research design, preparation of proposals for government and private funding, reading, and science education. A Library Media Center is also offering its books and instructional materials to faculty of area schools.

Central to the CEC is the Educational Research and Demonstration Center (ERDC), directed by Dr. Albert Klevan, where college students and local educators may observe alternative forms of education for children ages four to thirteen. Approximately 260 students are enrolled in the research and demonstration center's 14 classes. Instructors in the school are College faculty (education specialists) who use their classroom as a practical demonstration and research facility. Many college students use the center for observation and participation as a part of their teacher education block classes. Student teachers (Block III) may complete part or all of their field experience at the ERDC.

The CEC art education center, directed by Lendall Haskell, has facilities for the fine and applied arts. The lab has an electric kiln for firing clay projects, a kiln for firing enameled jewelry, potter's wheels, a variety of looms, puppet stages and table space for constructing a variety of art projects. Besides regular art education courses, the center hosts workshops for in-service teachers, undergraduates, and groups of children from the ERDC. It is often used by undergraduate education students as a laboratory to explore materials appropriate for children. The center has been host to several meetings of the Adirondack section of the New York State Art Teachers Association.

Mrs. Charlotte Donaldson directs the CEC's collection of current curriculum resource materials including textbooks and instructional materials as well as State Education Department syllabi and curriculum guides for both elementary and secondary grades. Career education, special education, environmental education and the humanities are new areas of interest included in the collection. The curriculum materials resource center is available for college students and area teachers to evaluate the latest curriculum materials.

The instructional materials center, directed by Dr. Maurice B. Camp, makes limited resources and professional assistance available to aid pre-service and in-service teachers in the production and use of instructional media. Various reference sources are also available, and Dr. Camp provides advice on the development of graduate programs for media specialists and graduate students in the College's Educational Communications Program.

The CEC library, directed by Mrs. Nilah Hausdorf, contains 20,000 books, numerous periodicals, and an extensive vertical file including master prints and study prints to appeal to the tastes of students from nursery school through eighth grade. The library resources are available to North Country schools, to Plattsburgh State students and faculty, and to the students of the ERDC.

The library/media complex includes a variety of educational media and equipment in a school setting.

The library at the Comprehensive Educational Center is also a classroom for librarian Nilah Hausdorf and students in her education class.

Resources include filmstrips, microfilm, records, audio and video tapes, transparency originals, programmed books and tutor-tapes, and a variety of other teaching aids. Equipment includes a selection of 16mm and 8mm movie projectors, record players, open reel and cassette tape recorders, video tape recorders, movie cameras, micro-film

reader/printer, film loop projectors, slide projectors, and a variety of other specialized equipment.

The media center, directed by Mr. Larry Arcarese, serves three basic functions: (1) it distributes resources throughout the building; (2) it has facilities within the center for viewing materials; and (3) it has equipment for producing educational materials.

In addition, the media center staff provides consultation services to College staff and students and to members of agencies outside the College. The media center's program for students in the teacher education program makes them familiar with educational media resources to enhance their professional experience.

Dr. Charles Mitchell directs a science education resource laboratory in the Comprehensive Educational Center where college and community groups and individuals may make appointments to use facilities or gain instruction in various scientific interests. Dr. Mitchell is a life member of the National Science Teachers Association's Cadre-100 corps of outstanding science teachers, and frequently presents papers at national meetings of the association. He is also certified as a federal bird bander and operates two bird banding stations in the North Country.

Dr. Elinor Barnes operates the CEC reading center which contains

Dr. Elinor Barnes gives personal attention to a student in the reading center.

representative reading programs, machines, and a growing supply of materials designed to interest the non-committed learner. Its major emphases are to provide: (1) opportunities for students in elementary and secondary education to become familiar with reading materials and strategies; (2) opportunities for public school teachers to acquaint themselves with a variety of materials in the Center; (3) a setting for special teacher-oriented workshops concerned with reading instruction and improvement; (4) a center for reading diagnosis, prescription and remediation.

Pre-service teachers using the Curriculum Materials Resource Center.

The office of research is headed by Dr. Howard Margolis who maintains a large and continually updated library of information necessary for the procurement of governmental and private funds. In addition, the office is prepared to provide assistance to local education agencies in the areas of: (1) proposal writing; (2) research design and implementation; (3) special education and (4) reading. To date the office has worked with College faculty, local school districts, community colleges, and social service agencies in the areas of child abuse, post-secondary education for educationally bypassed adults, the aging, reading, and special education.

Two adjunct components of the CEC, the Speech and Hearing Clinic and the Division of Nursing, also offer services to the ERDC pupils. They provide screening for speech and health problems as well as follow-up therapy. Pre-service nurses and teachers gain valuable learning experiences and provide speech therapy, health education, play therapy and first aid to the ERDC school children.

The entire CEC program is coordinated by Dr. William Derrick, who joined the College faculty this academic year and whose extensive experience includes positions as elementary school teacher, elementary school principal, and a college dean.

The Comprehensive Educational Center is expected to provide an expanding educational resource for all North Country educational and social service delivery systems.

Visiting artist, Tom Krueger from Wisconsin, demonstrates his techniques on the pottery wheel to ERDC students.

SUMMARY

The Comprehensive Educational Center began in 1974 after a college-community commission found a great need to coordinate the efforts of education students, college faculty and public educational and social service agencies to solve the persistent local problems endemic to a region with extensive rural poverty.

Noted as an attractive wilderness, the reality of New York's North Country is limited natural and industrial resources, educational deprivation, and child neglect. Future teachers hold keys to hope in this setting if they can interact with an institutional model directly involved with service delivery. The community becomes enriched through greater access to faculty expertise and the faculty becomes enriched through greater focus on real, concrete problems.

Assistance to pre- and in-service educators with teaching methods is provided through CEC components for Art, Teaching Analysis, Mathematics, Reading, and Special Education. Assistance with design or selection of materials is provided by components for Curriculum Materials, Instructional Materials, Library-Media services and the previously named components. A research component has conducted studies and assisted in grant preparation resulting in direct extension of local public services in special education, housing for the aged, and child neglect. Finally a large component provides a demonstration model and research setting for a form of open education specifically adapted to the needs of educationally deprived children through its concentration on problem solving within the context of community business and social agencies. Ongoing research in this last setting emphasizes the development of representational drawing, logical thinking, language and personal identity.